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ABSTRACT

The Modular Multiple Alternatives Program (ModMaP), being developed at the University of Bridgeport, is the first competency-based, individualized graduate program in teacher education in the state of Connecticut. The program focuses on elementary teacher training and includes both master's and six-year level options. The program provides the students with alternative routes and contains provisions for the in-service education of nondegree-seeking students. The ModMap graduate program is characterized as being a) research based, b) diagnostic, c) prescriptive, d) individualized, e) performance based, f) school and community oriented, g) computer managed, h) modularized, and i) clincial. A process model of ModMap, included in the report, illustrates the stages of the program from admission to final program review and graduation. (Author/BRB)

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ED 083257

College of Education

University of Bridgeport

# PROGRAM DESCRIPTION

## ModMAP

## (Modular Multiple Alternatives Program)

1973-1974

ModMap is a competency-based, individualized alternative graduate program for in service elementary teachers pursuing the Master's Degree or the Sixth Year Professional Diploma in Elementary Education.

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Prepared by the ModMAP Staff in cooperation with members of the University faculty, public school personnel, and students.

Dr. Robert Kranyik, Director

Dr. Joseph Keilty, Associate Director

September 1, 1973

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# I. Overview

## A. Introduction

ModMap (Modular Multiple Alternatives Program) is the first competency-based, individualized graduate program in teacher education in the state of Connecticut, and is being developed at the University of Bridgeport. The program focuses on the training of elementary teachers and includes both Master's and Sixth Year level options. It is based on the Multiple Alternatives Program (MAP) which has been developed and tested over the past two years at the University of Bridgeport under local and state funding. The program provides alternative routes to the Master's Degree and Sixth Year diploma for U. B. students and contains provisions for the in-service education of non-degree seeking students as well.

The current national trend toward performance-based teacher education and certification, which is also the subject of serious study within the State of Connecticut, will place new demands for effectiveness and accountability on teacher education. Pressures for more flexible and relevant types of teacher education are growing, and closer relationships must be develcped among colleges of education, school systems, and local communities toward the end of improving the schools through better teacher education. This Program deals with these points through the implementation of an open-education approach to the professional growth of teachers.

The ModMAP Graduate Program has the following characteristics:

1. Based on Research and Development

   ModMAP utilizes the basic model of MAP, developed and tested over a two year period.

2. Diagnostic

   Each student receives a diagnosis of his professional needs, within the context of his school priorities, as part of his participation in the Analysis, Assessment and Planning Core.

3. Prescriptive

   Advisement is provided by the College faculty in relation to specific learning experiences appropriate to individual goals.

4. Individualized

   Each student is offered a number of alternative learning activities to meet his professional needs.

5. Performance Based

Individual goals are defined as competency statements, including specific descriptions of desired performance, and evidence of performance attainment.

6. School and Community Oriented

Involvement of school personnel in the planning of the general program and the specific programs of individual teachers is encouraged. Significant use will be made of the community as a whole in the teacher education process through the employment of community resources and people.

7. Computer Managed

The use of the computer will be explored in the management and instructional phases of ModMAP.

8. Modularized

In order to more effectively focus on the specific needs of students, the curriculum is modularized - e.g., divided into small units, each of which will focus on specific performance objectives derived from diagnoses of students.

9. Clinical

Emphasis is placed on clinical assistance to the graduate student as he pursues his objectives.

B. The Curriculum

Master's Degree

The Master's Degree Program consists of 33 semester hours to be allotted as follows:

Analysis, Assessment, and Planning Core 3 s.h.

A diagnostic experience focusing on the analysis of the student's teaching background and performance, the identification of school priorities, and professional need assessment within the context of institutional priorities. A variety of assessment instruments and techniques is employed. This must be taken at the beginning of the program.

Clinical Experience Modules 6 s.h.

Student must register for three clinical experience modules of two semester hours each. Advisor will visit the student on-site in his school to provide clinical assistance and coordination of the student's program. Clinical modules should be completed near the beginning, middle, and end of the degree program.

Instructional Modules; Self-Directed Study Modules 24 s.h.

Based on his needs and program objectives, the student will complete a series of instructional and self-directed study modules under advisement. Modules should be selected on the basis of relevance to objectives.

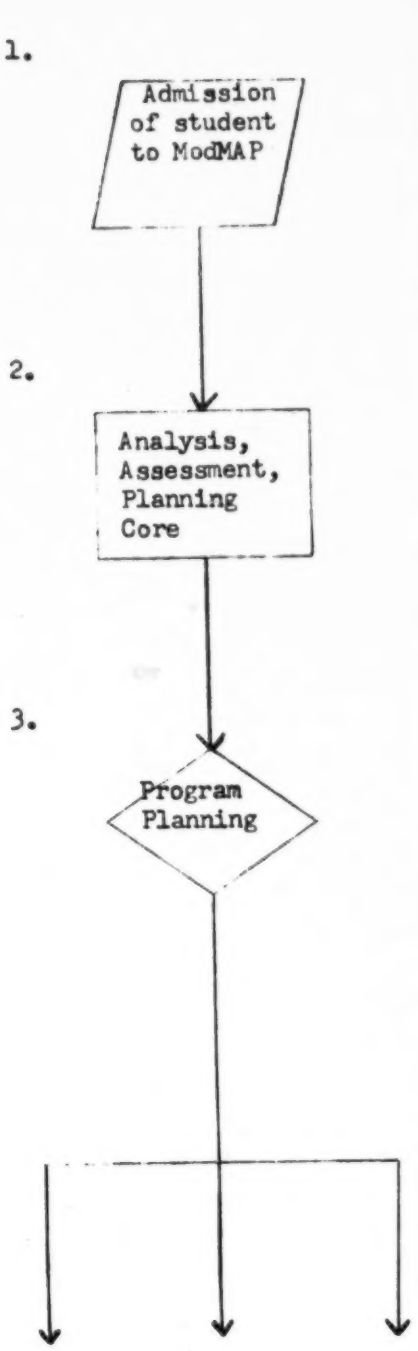
TOTAL 33 s.h.

Sixth Year Professional Diploma

The Sixth Year Program parallels the Master's Program except that 21 semester hours will be assigned to the learning modules. The program is based on the assumption that individualized learning starts with a diagnosis of the participant's present level of learning and helps him to achieve performance objectives which represent real growth above the initial level, as opposed to presumed standards and requirements applicable to all.

## The ModMAP Process Model

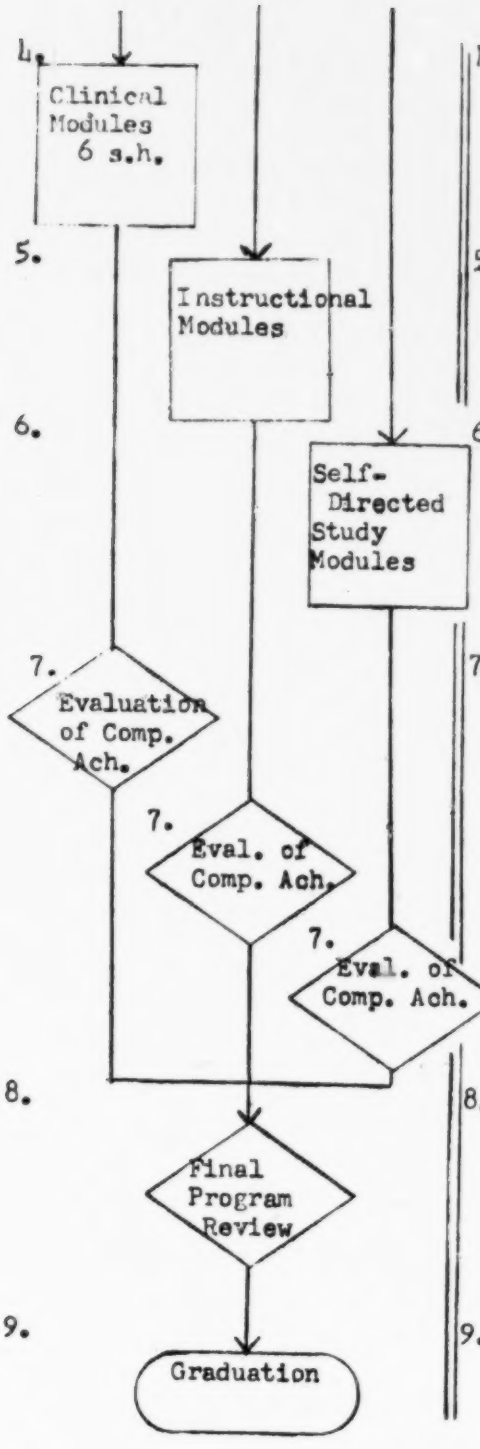
The admission, assessment, instructional, and evaluation elements of the ModMAP Program are illustrated in the following process model:




1. Student admitted to graduate program of College of Education, meeting the normal requirements and criteria. Then admitted to ModMAP via application. Preference given to teachers in service.

2. Student completes Analysis, Assessment, Planning Core to determine needs, develop skill in framing competencies. Advisor selected on basis of mutual agreement.

3. Student reviews results of core with advisor. Frames competencies under direction of advisor, and completes Professional Growth Plan (plan of study) which serves as "contract".




4. Student completes three Clinical modules of 2 s.h. each near the beginning, middle, and end of program. Advisor visits student on site.

5. Student registers for and completes instructional modules offered in the schedule. Instructional modules will scheduled according to student needs.

6. Student registers for and completes self-directed study modules as appropriate.

7. Evaluation to determine successful completion of modules and granting of credit based on student evidence of competency achievement in terms of competency statements developed earlier.

Note: Revision of student program may be undertaken with approval of advisor.

8. Final review of participant program by advisor to determine that all competencies have been met.

9. Student graduates.